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ABSTRACT

This 53-item test bibliography lists currently available measures of attitudes toward school and school adjustment. The construct--attitudes toward school--encompasses pupils' attitudes toward themselves as learners, learning as a process, the school environment or classroom situation, specific school subject, and teachers. In addition, the pupils' behavior is considered if it is indicative of their adjustment or lack of adjustment to the educational environment. Teacher ratings, self-report devices, and observation techniques are the various methods for assessing these attitudinal elements which have been included in the listing. Instruments described in this bibliography are appropriate for use with students in grades seven through twelve. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

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ATTITUDES TOWARD SCHOOL AND SCHOOL ADJUSTMENT
Grades 7-12

This annotated bibliography lists currently available measures of attitudes toward school and school adjustment. The construct—attitudes toward school—encompasses pupils' attitudes toward themselves as learners, learning as a process, the school environment or classroom situation, specific school subjects, and teachers. In addition, the pupils' behavior is considered if it is indicative of their adjustment or lack of adjustment to the educational environment. Teacher ratings, self-report devices, and observation techniques are the various methods for assessing these attitudinal elements which have been included in the listing. Instruments described in this bibliography are appropriate for use with students in grades seven through twelve.

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Some of the measures are reviewed or described in the references cited in the bibliography. Reviews which have appeared in the professional literature are referenced in the entry.

Adolescent Alienation Index by F.K. Heussenstamm; c1971; Ages 12-19; Monitor.

A brief measure of incipient estrangement which yields an indication of an adolescent's degree of alienation, ranging from minimal to extreme. The dimensions of alienation assessed by the Index are: Normlessness, Meaninglessness, Powerlessness, Self-Estrangement, and Social Isolation.

Attitudes Inventory for Youth by J.L. French and B.W. Cardon; Not Dated; Grades 9-12; J.L. French.

Designed to assess student attitudes toward various aspects of their experience. The Inventory covers: Attitudes toward Planning, Attitudes concerning Schools and Teachers, Self-Concept, Attitudes concerning Personal Traits, and Goals.

Attitudes Toward a Guidance Program by Donald G. Barker; 1966; Grades 9-12 and Adults; Donald G. Barker*.

This attitudinal measure can be administered to students, parents, and/or teachers. The items deal with various services provided by the program, including testing, counseling, and occupational guidance.

*Included in Barker, Donald G. "Development of a Scale of Attitudes Toward School Guidance." *Personnel and Guidance Journal*, **44** No. 5, Pp. 1077-1083, June 1966.

Attitudes Toward Riding the School Bus by Donald G. Barker; 1966; Grades 9-12; Donald G. Barker*.

Designed to elicit the attitudes of the individual student or group of students toward the experience of commuting to school by bus.

*Included in Barker, Donald G. "Measurement of Attitudes Toward Riding the School Bus." *Psychology in the Schools*, III, No. 3, Pp. 278-281, July 1966.

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Background and Experience Questionnaire: Revised Edition, Grades 7-9; c1965; Grades 7-9; Educational Testing Service.

A measure of interests and how much time is spent in activities such as watching television, reading, studying, working. Also covered in the questionnaire are items concerning educational–vocational plans, home background, and school achievement.

Background and Experience Questionnaire: Revised Edition, Grades 10-12; c1965; Grades 10-12; Educational Testing Service.

A measure of interests and how much time is spent in various activities such as reading, working, watching television. Also covered are educational–vocational plans, home background, and school achievement.

Child Interview: Not Dated; Grades Preschool-Grade 12; The Reading Clinic, Temple University.

A brief, general interview covering such areas as attitudes toward school, reading, and plans for the future.

Coopersmith Self-Esteem Inventory, Form A by Stanley Coopersmith; Not Dated; Ages 9 and Above; Stanley Coopersmith*.

Designed to provide a general assessment of self-esteem. The 53 items are arranged into five subscales: General Self, Social Self–Peers, Home–Parents, Lie Scale, Home–Academic.

*Technical Information is available in: Coopersmith, Stanley. *Antecedents of Self-Esteem*. San Francisco: W.H. Freeman, 1967.

Cornell Learning and Study Skills Inventory: Secondary School Form by Walter Pauk and Russell N. Cassel; c1970-71; Grades 7-13; Psychologists and Educators, Inc.

A self-report scale designed to assess the degree to which an individual possesses each of seven requisites for effective learning. The skill areas include: Goal Orientation (goal setting, goal compatibility, goal striving, goal involvement, goal achievement progress); Activity Structure (physical setting, sense of order, use of time, mental setting, assignments); Scholarly Skills (academic involvement, principles of learning, verbal facility, concentration); Lecture Mastery (objective in notetaking, why take notes, taking notes and listening, use of abbreviations, use of shorthand, rewriting of longhand notes, notes in one's own words, reflecting on ideas during lecture); Textbook Mastery (overview and skimming, reading for ideas, underlining the textbook, marginal notes and notetaking, reflecting and integrating, preparing for exams); Examination Mastery (examination preparation, writing the essay exam, taking the objective exam, mechanics of exams); Self-Mastery (self-reliance, attitude toward work, attitude toward college, social relations, emotional strength).

Demos D Scale by George D. Demos; c1965; Grades 7-12; Western Psychological Services.

Designed to identify verbal expressions which reflect attitudes related to dropping out of school. The basic areas of expression are: Attitudes toward Teachers, Attitudes toward Education, Influences by Peers or Parents, and School Behavior.

Educational Guidance Information System: Tenth Grade Battery, 1971; c1966-71; Grade 10; Educational Testing Service for the College Entrance Examination Board.

EGIS is designed to meet the changing needs of: high school students for comprehensive educational and career guidance; high schools for comprehensive information about their students and the relevance of their guidance programs and curricula. The System utilizes questionnaires and cognitive measures. The Questionnaires are: Plans and Aspirations; Interests (occupational–vocational); and Student Satisfaction (elicits information about the students' reactions to the school environment, their course work, and the school's guidance and counseling program). Cognitive Measures are: Verbal and Quantitative Abilities, General Information, (emphasizes knowledge acquired outside of school), Reading Comprehension, and English Usage. EGIS is available on an institutional basis.

Expanded Test Anxiety Scale for Children (Feld and Gold 1969) by Martin Gold and Sheila C. Feld; 1969-70; Grades 1-9; Sheila C. Feld.

A modification of the *Sarason Test Anxiety Scale for Children* which includes the original and revised items and two neutral items about dreams and school.

Expanded Test Anxiety Scale for Children (Feld and Lewis 1969) by Sheila C. Feld and Judith Lewis; 1969; Grades 1-9; Sheila C. Feld*.

A modification of the *Sarason Test Anxiety Scale for Children* which includes the original and revised questions and two neutral items about dreams and achievement. Subscales include: Test Anxiety, Remote School Concern, Poor Self-Evaluation, and Somatic Signs of Anxiety.

*Included in Feld, S., and Lewis, J. "The Assessment of Achievement Anxieties in Children." In C.P. Smith (Ed.), *Achievement-Related Motives in Children*. New York: Russell Sage Foundation, 1969, Pp. 151-199.

Guidance Inventory by Ralph P. Gallagher; c1960; Grades 9-12; Ralph P. Gallagher.

A self-report inventory designed to assist in the identification of elements, other than intellectual or academic factors, that effect the pupils' achievement in school. Especially useful with underachievers.

High School Attitude Scale by F.H. Gillespie and H.H. Remmers; c1934-60; Grades 7-16; Purdue University Book Store.

Self-report scale developed to measure attitudes toward any high school.

Inferred Self-Concept Judgment Scale by Elizabeth McDaniel; 1965-69; Grades 1-9; Elizabeth McDaniel.

Designed to measure student's self-concept as it is generated by and in the school setting.

Instructional Objectives Exchange: Measures of Self-Concept, Kindergarten–Grade 12, Revised Editions; 1972; Grades Kindergarten-12; Instructional Objectives Exchange.

A series of affective objectives concerning the learner's self-concept. Dimensions employed are peer, scholastic, family, and general. Self-report inventories (direct and indirect) and observational inventories are provided to assess the attainment of each objective.

Instructional Objectives Exchange: Objective Collection in Attitude Toward School, Kindergarten-Grade 12: Revised Edition; 1972; Grades Kindergarten-12; Instructional Objectives Exchange.

A collection of affective objectives dealing with the learner's self-concept as reflected in attitudes toward teacher, school subjects, learning, peers, social structure and climate, and general attitudes. An observational indicator and both direct and inferential self-report measures are provided to assess the attainment of each objective.

Intellectual Achievement Responsibility Questionnaire by Virginia C. Crandall, Walter Katkovsky, and Vaughn J. Crandall; Not Dated; Grades 3-12; Virginia C. Crandall*.

Designed to assess children's beliefs that they, rather than others, are responsible for their intellectual and academic successes and failures.

*Included in Crandall, V.C., Katkovsky, W., and Crandall, V.J. "Children's Beliefs in Their Own Control of Reinforcements in Intellectual-Academic Achievement Situations." *Child Development*, March 1965, 36 No. 1, Pp. 91-109.

JIM Scale by Jack R. Frymier; c1967; Grades 7-12; Publication Sales and Distribution, Ohio State University.

The *Junior Index of Motivation* provides a measure of students' motivation toward school.

Minnesota High School Achievement Examinations: Social Studies, Grade 9, 1971-present; Victor L. Lohmann, Editor; c1968-present; Grade 9; American Guidance Service, Inc.

Subscores include: General Questions, Knowing Self and School, Pupils Individual Inventory, Occupational and Educational Plans, Township Government, County Government, City Government, State Government, and Selecting Government Officials.

Pictographic Self-Rating Scale by Einar R. Ryden; c1955-57; Grades 9-16; Psychometric Affiliates.

Students rate themselves in terms of three distinct factors: feelings about comprehension, interest, and participation. The scale enables the student to actively participate in the analysis of his progress in any school subject and aids the teacher in obtaining an estimate of how each pupil in the class feels about the subject being taught.

Piers-Harris Children's Self-Concept Scale by Ellen V. Piers and Dale B. Harris; c1969; Grades 3-12; Counselor Recordings and Tests.

Measures self-concept with regard to behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. May be used as a classroom screening device to identify children in need of psychological referral.

Politte Sentence Completion Test: Intermediate and Secondary Form by Alan J. Politte; c1971; Grades 7-12; Psychologists and Educators, Inc.

A projective device designed to elicit information from the student concerning his immediate environment, especially persons involved in that environment. The test assesses seven areas of major concern to the adolescent: school, peer relations, family, goals, opposite sex, health, and self-image.

Process for In-School Screening of Children with Emotional Handicaps by Eli M. Bower and Nadine M. Lambert; c1961-62; Grades Kindergarten-12; Educational Testing Service (The Office of Special Tests).

A collection of screening instruments for use in identifying children with emotional handicaps. The screening process employs three reference points: perception of the child by his teacher, perception of the child by his peers, and perception of the child by the child himself.

Power of Influence Test by Roy Cochrane and Wesley S. Roeder; c1958; Grades 2-13; Psychometric Affiliates.

Test records the attitudes of pupils toward each other and tells which pupils have friendship capacity. It is based on sociometric procedures and yields a standard score, the social percentile,

which indicates the friendship capacity of the individual, his ability to make others like him, and his future ability in salesmanship.

Pupil Behavior Inventory by Robert D. Vinter, Rosemary C. Sarri, Darrel J. Vorwaller, and Walter E. Schaefer; c1966; Grades 7-12; Campus Publishers.

A standardized rating scale measuring pupil conformity to behavior standards maintained by school personnel. Rating is made by the student's teachers. Inventory can be used in research to measure change in classroom behavior of students being given services as a part of an experimental program. Subscores include: Classroom Conduct, Academic Motivation and Performance, Socio-Emotional State, Teacher Dependence, Personal Behavior.

STS Educational Development Series: Senior Level by O.F. Anderhalter, R.H. Bauerfeind, et. al.; c1956-70; Grades 9-12; Scholastic Testing Service, Inc.

A testing program designed to provide a broad view of each pupil's interests, abilities, and achievements, and their interrelationships. The test can be useful in developing a systematic record of the pupil's motivations, interests, career plans, school plans, and favorite school subjects.

STS Youth Inventory by Hermann H. Remmers and Benjamin Shimberg; c1956-71; Grades 7-12; Scholastic Testing Service, Inc.

A needs and problems checklist which provides a means through which the student can express the personal importance of his interests and problems. The items are arranged into five broad areas: My School, After High School, About Myself, Getting Along with Others, and Things in General.

*School Apperception Method (SAM)** by Irving L. Solomon and Bernard D. Starr; c1968; Ages 4-15; Springer Publishing Company, Inc.

A projective personality technique situationally relevant to the school environment. The 22 drawings depict children and school personnel in a wide range of interactions. The emphasis is placed on areas of scholastic and emotional adjustment to school.

*Reviewed in *Perceptual and Motor Skills*, 33, p. 339, August 1971.

*School Interest Inventory** by William C. Cottle; c1959-66; Grades 7-12; Houghton Mifflin Company.

A self-report inventory designed to be used in the early detection of potential drop-outs. The device also provides information which may facilitate effective placement of the student in the school system or in the work setting outside of school.

*Reviewed in *Journal of Educational Measurement*, Pp. 200-201, Fall 1969.

School Morale Scale by Lawrence S. Wrightsman, Ronald H. Nelson, and Maria Taranto; 1968; Grades 4-9; Lawrence S. Wrightsman.

A measure of seven aspects of a student's morale as it relates to the school environment. The subscales cover: School Plant; Instruction and Instructional Material; Administration, Regulations, and Staff; Community Support and Parental Involvement; Other Students; Teacher–Student Relationships; and General Feelings About School.

School Motivation Analysis Test: Research Edition by Arthur B. Sweney, Raymond B. Cattell, and Samuel E. Krug; c1961-70; Ages 12-17 years; Institute for Personality and Ability Testing.

Designed to assess motivation, drive strengths, and interests in adolescents. The test provides four motivation scores (unintegrated, integrated, total, and difference) for each of six drives (assertiveness, mating, fear, narcissism, pugnacity–sadism, and protectiveness) and each of four sentiments (self-sentiment, super-ego, school, and home). It may be either individually or group administered.

Self-Concept and Motivation Inventory: Secondary Form by George A. Farrah; c1968; Grades 7-12; Person-O-Metrics.

Measures academic self-concept in terms of the student's perception of his role as a learner. Subscores are: Goal Achievement Needs, Failure Avoidance, Role Expectation, Self-Adequacy. The Inventory is also scored for source of climate support: Parents, Teachers, Peers, Academic Self, Physical and Social Self, Adults and Counselors, Academic Activity Climate, and School Climate. Scores are also provided for Immediate–Intrinsic Orientation re: Evaluated Competition, Tasks and Projects, Discovery and Creativity, Skills, Aspiration, Cooperation and Conformity, Responsibility, and Acceptance and Praise.

Sentence Completion Test by Floyd S. Irvin; c1972; Grades 9-16; Psychologists and Educators, Inc.

A semiprojective device for assessing the personality of adolescents and young adults. The sentence stems are classified into five categories: Self-Concept, Parental Attitude, Peer Attitude, Need for Achievement, Learning Attitude, and Body Image.

Student Evaluation Scale by William T. Martin and Sue Martin; c1970; Grades 1-12; Psychologists and Educators, Inc.

A four-point rating scale completed by the teacher. Ratings are

based upon actual observation of the students' behavior. Measures students' educational and social-emotional responses to school and the academic-social-emotional realm.

Student Survey; c1967; Grades 2-10; Cincinnati Public Schools, Division of Psychological Services, and Division of Program Development.

Factors assessed are attitudes toward school and school adjustment.

Survey of Reading/Study Efficiency by Frank L. Christ; c1968; Grades 9-16 and Adults; Science Research Associates, Inc.

Designed to identify and diagnose a student's reading and study habits, interests, and attitudes for the purposes of remediation. The Survey covers: Study Management (Time Management and Study Environment); Major Course-Related Skills (Study-Reading, Responsive Listening-Notemaking, and Classroom Tests); Auxiliary Course Skills (Library Research, Vocabulary and Spelling, and Writing Skills); Attitudes, Interests, and Habits (Reading Habits and Interests, Concentration and Memory, and School Attitudes and Motivation); and Physiological Aspects (General Health, Vision, and Act of Reading).

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REFERENCES

Beatty, Walcott H. *Improving Educational Assessment and An Inventory of Measures of Affective Behavior*. Washington, D.C.: Association for Supervision and Curriculum Development, National Educational Association, 1969.

Buros, Oscar K., Editor. *The Seventh Mental Measurements Yearbook*. Highland Park, New Jersey: The Gryphon Press, 1972.

Johnson, Orval G., and Bommarito, James W. *Tests and Measurements in Child Development: A Handbook*. San Francisco, California: Jossey-Bass, Inc., Publishers, 1971.